

DOCUMENT RESUME

ED 352 037

IR 054 259

TITLE The Florida International University Libraries and the Americans with Disabilities Act 1990: An Overview with Recommendations for Compliance.

INSTITUTION Florida International Univ., Miami. Libraries.

PUB DATE Jul 92

NOTE 32p.

PUB TYPE Guides - Non-Classroom Use (055) --
Legal/Legislative/Regulatory Materials (090) --
Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Accessibility (for Disabled); *Assistive Devices (for Disabled); College Libraries; Communication Aids (for Disabled); Higher Education; Learning Disabilities; *Library Equipment; Library Facilities; Library Services; *Physical Disabilities; Signs; Staff Development

IDENTIFIERS *Americans with Disabilities Act 1990; Florida International University; *Vendors

ABSTRACT

This report explores the significance of the Americans with Disabilities Act of 1990 (ADA) for the Florida International University Libraries and describes adaptations that can be made to insure compliance with the law. Following a discussion of the law and definitions of terms, the paper lists auxiliary aids and services that should be purchased to better serve the needs of disabled persons with visual, hearing, and mobility impairments and combinations of these impairments. The name, price, vendor, and vendor phone number are given for equipment designed to adapt online catalog terminals for people with low vision; people who cannot see or read print; people who are blind and deaf; and people who are unable to use a keyboard. The paper also describes general services that would benefit the libraries' disabled users; furnishings that make materials and services available to those who use wheelchairs; signage systems that meet the needs of persons with visual, hearing, and mobility limitations; interior and exterior architectural access needs; and sensitivity and disability awareness training for library staff personnel. The establishment of a library access and services committee is recommended and a list of committee responsibilities is provided. (Contains 9 references.) (KRN)

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**THE
FLORIDA INTERNATIONAL UNIVERSITY
LIBRARIES
AND THE
AMERICANS WITH DISABILITIES ACT 1990**



**AN OVERVIEW WITH RECOMMENDATIONS
FOR COMPLIANCE**

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INTRODUCTION

Any pioneering effort is an enlightening event. This Committee's efforts in determining the FIU Libraries' compliance with the *Americans with Disabilities Act 1990* was no exception. Not only were we totally engrossed by a multifaceted constituency that asks for no more than their fair share of what other people have traditionally been receiving from libraries but, we also came away with the determination that their civil rights shall be served as expeditiously as possible. However, this report is not to be considered a "cure all."

It takes the combined efforts of all service oriented library personnel to not only put into practice our recommendations but also to meet the challenges of areas we may not have anticipated. It is to that end that we invite any suggestions for future consideration.

The Committee initially intended to hold a public forum to obtain comments from the University community on needed changes to the library facility and programs to maximize access for persons with disabilities. However, as the Committee did not begin its work until late in the spring term, and as it was not anticipated that there would be much response to a public forum during the summer, the Committee decided to use an alternate method to solicit public comment. The Committee made this decision after participating in a similar public forum sponsored by the University-wide ADA Compliance Committee. Response to that forum was limited and it was not anticipated that a similar library forum would receive significantly greater response.

As an alternative, the Committee determined that its report will be made available to the University community, in both print and nonprint (audiocassette) format, and that notification of the publication and a request for comments will be issued. Public comments received and all documentation gathered for this report will be forwarded to the standing library access committee for appropriate action.

The Committee is very grateful to those persons who graciously lent their support to this effort. We are especially appreciative of Ms. Ruth O'Donnell, State Library of Florida, who supplied us with many of the key publications that proved to be invaluable to our research.

AMERICANS WITH DISABILITIES ACT COMMITTEE

Barbara Carroll..... Instructional Resource Center Librarian, North Miami
Rudy Hernandez..... Library Technical Assistant, Circulation Dept., University Park
Peter Manheimer..... Assistant Coordinator, FIU Disabled Student Services
Ron Martin (Chair)... Head, Instructional Resource Center, University Park
Sherry Mosley..... Head, Government Documents Dept., University Park
Mayra Nemeth..... Head, Audiovisual Library, University Park

Mr. Paul Edwards, Coordinator of Disabled Student Services, Miami-Dade Community College, North Campus, was a speaker at a pre-conference caucus of the Florida Library Association, May 5, 1992. As a result of his being blind and being a lifelong consumer of library services, his remarks came from his first-hand experiences in using facilities that were not always accessible to him. In part, Mr. Edwards said:

"Librarians have worked to improve access to materials for ordinary people for several decades. The idea of having to suddenly deal with a whole new population and a whole new set of problems is kind of mind boggling. I want to begin by suggesting to you that what's being required now is not special programs, not special services, but simply access to what everybody has.

"What the Americans with Disabilities Act is essentially, is a civil rights act... People who are disabled have essentially not had access to information; have not had access to services; have not had access to buildings, and it's time that our society truly became a society for everyone, not just for everyone except dot, dot, dot....

"The ADA doesn't suggest that everybody has to go out and spend the whole of their library budgets for the next five years in order to deal with the population that there's no certainty you'll get. What you do have to do is to be aware of the weaknesses that exist in your library. What you do have to do is assess those and, what you **do** have to do is come up with a sensible plan for trying to make your libraries more open to a group of people who, whether intentionally or unintentionally, you've excluded from your services. How can you do that? What's the most effective way of beginning that process?...."

The beginning...

LEGAL OBLIGATIONS UNDER THE AMERICANS WITH DISABILITIES ACT

WHAT'S A LIBRARIAN TO DO?

The **Americans With Disabilities Act of 1990 (ADA)** was signed into law by President Bush on July 26, 1990. Although there have been a variety of federal, state, and local laws addressing the rights of persons with disabilities, the ADA is the most comprehensive law to date and affects areas which may not have been covered under prior laws. In addition to its comprehensiveness, the ADA provides for greater flexibility in enforcement than previous laws. As a result we can expect to have an increased demand for compliance.

The ADA is divided into five sections (Titles) as follows: **Title I** - Employment, **Title II** - Public Services (state and local governments, their agencies and entities), **Title III** - Public Accommodations (goods and services provided by the private sector), **Title IV** - Telecommunications, and **Title V** - Miscellaneous provisions relating to enforcement, exemptions, etc. As a public institution, **Florida International University is primarily affected by the provisions of Titles I and II.** Many of the obligations of the University are similar to those which we have followed under Section 504 of the Rehabilitation Act of 1973. Nevertheless, the greater specificity of the ADA, the expected increase in demand for compliance, and the requirement that we establish a compliance plan, necessitates us to review our programs and facilities. Title I becomes effective for employers of 25 or more on July 26, 1992; however, public employers (such as FIU) are covered by the employment provisions as of January 26, 1992 regardless of the number of persons employed. Title II became effective on January 26, 1992.

As it is the intention of the ADA to provide for protection against acts of discrimination directed to persons with disabilities, it is important to know who is a person with a disability. Consistent with the provisions of the Rehabilitation Act of 1973, a **person with a disability** is one who has "a physical or mental impairment that substantially limits one or more major life activities. . . . [has a] record of such an impairment; or [is regarded] . . . as having such an impairment." A limitation of one or more major life activities would include a limitation on vision, hearing, walking, working, education, etc. While a person with a temporary disability is not excluded from coverage, the existence of a relatively minor or short term limitation would probably not qualify one as being disabled.

Having a "**record of a disability**" occurs in such cases as a person who had cancer but is in remission or in the case of a recovered drug abuser. Being "**regarded as having a disability**" occurs in cases in which a person has no condition which substantially limits a major life activity, but others treat that person as if he or she was disabled. An example of this would be a person who has severe visible burn scars which do not actually limit activity, but which others view as a disabling condition. This last category also covers situations in which someone is discriminated against because of an association

with a person with a disability (e.g. failure to provide services to someone because he or she works at an AIDS hospice or failure to offer a job to a person because he or she has a spouse or a child who is disabled).

Although the FIU Libraries may view its primary mission as providing services to its patrons, it is also an employer. While the University's personnel department will establish institutional policies and procedures to comply with Title I of the ADA, the following should be noted. It is unlawful to discriminate against a qualified individual with a disability. A "**qualified individual with a disability**" is a person "... who, with or without reasonable accommodations, can perform the essential functions of the employment position that such individual holds or desires."

In order to determine qualifications, an employer can require certain standards such as minimum educational requirements, years of experience, needed licensing, etc. This is permissible even if an applicant with a disability contends that he or she was not able to meet those qualifications as a result of the disability. However, if the required standards would tend to screen out persons with disabilities, the employer must show that the standards relate to business necessity. Requiring a job applicant to hold a driver's license would tend to discriminate against persons whose disability prevents them from driving. Such a standard can only be required if driving is an essential duty of the job.

An "**essential duty**" is one which is not incidental -- one which is a major function of the position in question. A person who is deaf would probably not be qualified to hold a position at an information desk as oral communication, both on the telephone and face to face, would be an essential function of that job. However, the same person could not be denied a job as a cataloging clerk simply because he or she would occasionally receive a telephone call or need to communicate with others. In the former case, oral communication is an essential function of the job. In the latter example, oral communication is incidental to the essential function of cataloging library materials and the need to communicate can be accomplished by providing reasonable accommodations.

Recognizing that one's disability may prevent an employee from carrying out every job function, or from performing certain job functions in the same manner as other employees, the ADA allows for the provision of reasonable accommodations. A **reasonable accommodation** can take the form of job restructuring, or providing personal or technological assistance to the employee. In the above example of the deaf cataloging clerk, the incidental or marginal duty of answering the telephone can be accommodated by having another employee answer the telephone or by providing the deaf employee with a telecommunications device for the Deaf (TDD or TTY). In most instances it would be a reasonable accommodation to allow an employee with diabetes more frequent breaks to allow for the taking of medication or eating at regular intervals. Placing a desk on blocks for an employee using a wheelchair or providing a computer screen enlarging program for an employee with limited vision are also examples of reasonable accommodations. On the other hand it would not be a reasonable accommodation to have someone else perform a significant portion of the essential job duties for an employee or applicant whose disability prevents him or her from accomplishing same. One is not re-

quired to hire an additional employee to do the work for an employee with a disability.

While an employer cannot consider the cost of a reasonable accommodation in making an employment decision, if the cost creates an **"undue hardship" for the employer**, the employer can refuse to provide the accommodation but must give the employee the option of providing it him/herself. This can be a tricky situation -- as what is or is not an undue hardship will depend on the circumstances. As a Title II entity, FIU can be expected to have a rather high financial threshold in this regard. In addition, because of our size, it is easier to shift marginal or incidental duties to other employees without creating an administrative burden. Undue hardships will be more likely for smaller entities, in which the number of employees is limited and in which each employee may be expected to perform a variety of duties.

As noted above, the University as a whole will establish employment policies and procedures to comply with the requirements of the Americans With Disabilities Act. The foregoing will provide some guidance on issues which may not be clear. However, it is essential that the libraries, as an employer, carefully follow the University wide policies and procedures.

While employment is an important concern, as the primary duty of the libraries is to serve the needs of the University community, and to a lesser extent, the community as a whole, it is necessary that the libraries' programs and facilities be accessible to persons with disabilities. FIU is governed by Title II of the ADA which became effective on January 26, 1992.

Title II is divided into two parts. The first part (Subtitle A) governs general access rules for public entities. **Subtitle B** governs transportation provided by public entities. As the FIU libraries do not generally become involved with transportation, this subtitle should not be of concern. However, as a word of caution, if the libraries sponsor a program in which transportation is provided, it will be considered to be a public entity providing transportation and will have to make that transportation accessible to persons with disabilities.

When discussing access under **Subtitle A** of Title II, we are looking at both physical and program access. Physical access involves the library building and furnishings. Program access concerns the library's collection and other activities which it may offer or sponsor.

Physical access can present a major problem for libraries, particularly older facilities which were constructed before access requirements were incorporated into state and local building codes and standards. FIU is in an enviable position in this regard as the libraries on both campuses are relatively new and generally accessible. The construction of the new addition to the library at University Park, will also allow us to ensure accessibility as part of the construction project without the need to retrofit the existing facility.

If providing access will create an undue burden, the public entity may be relieved of its obligation to provide physical access. However, if physical access is not possible, access to services must be provided in some alternative means. Once again, because of the size of the institution and the financial resources available, we can expect FIU's undue burden limitation to be rather high. Because providing access to new buildings is relatively inexpensive, and because we are not faced with topographical considerations which may make accessible construction difficult or overly expensive, it is not likely that construction of an inaccessible facility will be permitted at FIU.

Construction must meet the standards required under both federal and state laws. The Architectural and Transportation Barriers Compliance Board (A&TBCB) is required to develop regulations setting forth construction standards for public entities under Title II of the ADA. Standards have been established for Title III entities (public accommodations), but Title II standards have not yet been issued. In the interim, the Department of Justice regulations permit public entities to adopt either the Title III standards which are known as The Americans With Disabilities Act Architectural Guidelines (ADAAG) or the older Uniform Federal Accessibility Standards (UFAS). As the ADAAG is more specific than the UFAS and, as it is anticipated that the ultimate Title II standards will be similar to the ADAAG, it is recommended that FIU use the ADAAG standards. It should be noted that the ADAAG contains some library-specific regulations, which will improve access to FIU's facilities.

In addition to the federal government requirements, FIU is also required to follow the State of Florida Building Accessibility Standards in instances in which the state standards provide greater access than the federal ones. In many instances the state and federal requirements are the same and present no problems. The use of a higher state standard will also meet the minimum federal requirements. However, there are certain instances in which the state and federal guidelines are contradictory and caution must be exercised when selecting the appropriate standard.

In providing for physical access, it is important to note that both the state and federal building standards are "minimum" standards. It is acceptable for a facility to be constructed which exceeds the minimum requirements. Wherever possible this is recommended as some persons with disabilities will have difficulty in facilities built to minimum access levels. For example, automatic doors are only required if their use is the only way a facility can meet minimum door standards. However, the use of automatic doors at key locations will greatly enhance the use of a facility even if non automatic doors meet minimum code requirements.

Furnishings and equipment often create access problems. Desks placed too close together will impede the movement of someone who uses a wheelchair or other mobility device. Overhanging elements on walls can create a potential hazard for persons with vision limitations. Computers, photocopying and microform machines and other equipment are often placed in locations or at heights which are inaccessible. Online catalogues and references cannot be used by some persons with disabilities unless they are equipped with adaptations. Fixed seating or furniture which is too high or low

can also prevent effective use of the library. The ADAAG provides some guidance for the types of furnishings and fixtures which meet standards.

Program access is equally important as physical access. There is no point in getting into and around the library, if one can't use the material. Because a disability will often limit one's ability to effectively use the type of materials in a library's collection, libraries will have a particularly difficult time in maximizing access to their collections. This is particularly true for patrons who are blind or have vision limitations and can't see standard printed material. Library users who are deaf or hard of hearing experience similar difficulty with materials which are audible in nature. Those with mobility limitations which affect manual dexterity will have trouble manipulating materials and equipment.

The ADA does not require libraries to duplicate their collections in formats which can be used by persons with disabilities. However, as a matter of providing access, it is suggested that frequently used materials may be offered in large print, audio format, closed captioning, and braille. The library should be prepared to acquire needed material in alternate formats through inter-library loans, and should be familiar where patrons can acquire alternative formats (e.g. Library of Congress and Recording for the Blind). Technological equipment, such as text enlargers, text readers, computers equipped with large print displays and voice synthesizers can also vastly increase access to one's collection.

Although a library is not required to have all of its materials available in formats accessible to all persons with disabilities, the library must accommodate persons with disabilities by providing auxiliary aids and services. **"Auxiliary aids and services"** as used in Title II (and Title III) is similar to the concept of "reasonable accommodations" in Title I. This can take the form of providing adaptations to equipment to allow direct access, or having someone assist a person with disabilities access materials and equipment which he or she cannot access alone.

As with the provision of reasonable accommodations to employees, the provision of auxiliary aids and services to a library patron is not unlimited. The extent required will be determined by the circumstances. If the provision of such aids or services amounts to an undue burden, then the entity will be relieved of its responsibility. Every piece of technological equipment will not have to be made accessible as long as a reasonable number can be accessed. A library staff member will be required to read a catalog entry (or several) to a blind student, but will not be required to read an entire book to him or her.

When dealing with program access, one must also consider **services that the library offers other than its collections**. Movies, lectures, and other programs must also be accessible to persons with disabilities. A library is not going to be required to have a sign language interpreter on staff to address the routine needs of a deaf patron. One can communicate with a deaf person using pencil and paper or by typing on a computer screen. However, if a lecture series is offered, the library must be prepared to have an interpreter available if a deaf person wishes to attend and requests such service. Simi-

larly, such programs must be held in a physically accessible location. Written program information should also be available in alternative formats. As much of the commercially available video material is available in closed captioned formats, the library should acquire closed captioned material whenever videos are purchased. The costs of closed captioning decoders is relatively low and should present no problem. Similarly, many popular book titles are commercially available on audio tape. An academic library, such as FIU's, is not as likely to acquire popular titles as would a public library; however, when available, these should be considered.

The libraries should also be aware of the problems telephone communications present to persons who are deaf, hard of hearing, or have speech disabilities. Title IV of ADA establishes a nation-wide telephone relay system for use by people who can't use standard telephones. This is not adequate to satisfy the library's obligations. The regulations, specifically refer to libraries as being one of the public services which should have their own **telecommunication devices (TTY, TDD, or TT)**. The libraries would not have to have a TDD available at every location where there is a telephone, but those which have frequent telephone contact with the public (circulation and reference desks) should be so equipped. Merely having a TDD available is not sufficient if the library staff is not trained in how to use it and if the TDD number is not published.

One final item to be addressed is the **location of material and equipment** intended for use by persons with disabilities. Libraries have, for many years, provided services to persons with disabilities. In many instances such services have been located at special needs centers, either at one specific location in a multi-branch system, or in a separate area of a specific library. It does not appear that the ADA will prohibit the existence of such centers as long as services are generally available at other locations. However, the ADA also promotes the integration of services for persons with disabilities. It would appear that the libraries on both campuses should be accessible (physical and program) as it is not reasonable to require a North Miami student to use only the University Park Library. It is also suggested that alternative format materials be integrated into the rest of the collection and that adapted equipment be dispersed throughout the libraries rather than isolating the equipment in one area.

The Americans With Disabilities Act is far more extensive in its scope than what is reflected in this summary. **In order to achieve maximum compliance, one should remember the objective is to provide persons with disabilities with equal access to employment, facilities and programs which are available to others in society.** As a large public entity FIU has a relatively high burden in making its programs and facilities accessible. Nevertheless, as we have been fairly diligent in complying with earlier legal requirements, and as physical access is not a major problem, we are in a good position to bring about full compliance.

AUXILIARY AIDS AND SERVICES

The ADA promotes service delivery of all public services in the most integrated setting possible and seeks the most independent use of public services by persons who have disabilities. Auxiliary aids and services are used to overcome visual, hearing, speech, and physical limitations and are often referred to as assistive devices. If the intent of the ADA is to be met by the Libraries, it must make every effort to provide assistive devices around and throughout the libraries, and to make all services and programs accessible, not just the ones set up especially for disabled persons. Since staff has to be trained in using most of these devices, training should be for all staff so that the services need not be dependent on a particular person being present.

The selection of all auxiliary aids should include the expertise of the Libraries' disabled patrons. Their experience with the equipment and their assessments of quality can prevent costly purchasing errors.

The ADA regulations require public entities to make the public aware of the adaptations and auxiliary aids and special services available to disabled persons. All library advertising materials, in all media formats, should indicate the accessibility feature we offer relative to the service being advertised.

While the Libraries offer many services that fall within the scope of compliance, other areas need reinforcement. The following is a prioritized list of assistive devices that should be purchased to better serve the needs of disabled persons:

Hearing Impairment

In both the Reference and Circulation departments, assistive listening devices or systems (ALD-portable or ALS-fixed) consisting of microphone and receiver(s) for one-to-one communications should be available.

Hearing and Speech Impairment

In both the Reference and Circulation departments which are the first access points for patrons with disabilities, a telecommunication device for the deaf (TDD) or text telephone, should be available. There are also requirements in the ADA that entities provide public text telephones in new constructions or building alterations.

Visual and Mobility Impairment

In each area where computers are used for access to databases there should be at least one workstation adapted for use by patrons with disabilities. These workstations should follow the same guidelines proposed in the report on access to LUIS (see page 10). It may be possible to combine functions in some cases by including a CD-ROM player in the LUIS setup.

Hearing Impairment

In the Audiovisual Libraries a telecaptor decoder for captioned videos should be avail-

able. This may eventually be unnecessary since Federal Regulations will require all video equipment to come with built in decoders. Perhaps the purchase to be considered is a monitor that already comes so equipped.

Hearing and Visual Impairment

In the Audiovisual Libraries a pocket talker listening device for amplification of sound should be installed in one of each kind of audiovisual equipments. All equipment should have Braille tactile symbols and signs indicating its availability. A universal remote control should be available. A variable speed tape player should be available.

Visual and Mobility Impairment

In the area of the Audiovisual Libraries' personal computer centers there should be a fully equipped workstation for use by people with disabilities. These workstations should be similar to the LUIS setup in assistive devices, including large print screen display, speech synthesizer, text enlargement reader, text scanner, large print printer, etc.

Visual Impairment

In selected areas of the libraries text enlarger or vision enhancing device/equipment (e.g. Visualtek) for readers should be available. There is a portable system that is probably more versatile and could be used in reading in stack areas.

Visual Impairment

Kurzweil personal reader and talking calculator. Two that are the property of the Office of Disabled Students Services are already available in the libraries.

Visual Impairment

In the Microfiche room there should be microfiche and microfilm readers with magnification lenses. At present there are enlargement lenses, but the magnification is not powerful enough.

Visual Impairment

Other manual magnification devices, such as lighted hand-held magnifiers of varying powers, should also be available at each public service desk.

Visual Impairment

In the photocopy areas all machines have enlargement capabilities, what they lack is Braille instructions and tactile symbols.

Hearing Impaired

In public meetings rooms the ADA guidelines require that assistive listening devices be made available and that it be so advertised by specific signage.

Mobility Impaired

These are simpler, less expensive additions that should also be available generally; items for early purchase consideration: two-step stools with handrails, reaching devices, wheeled carts w/ baskets, rolling stools, page turners.

Currently Available

The following equipment, managed by the Office of Disabled Student Services, is available in room AT133A at the **University Park Library**:

<u>Equipment</u>	<u>Function</u>	<u>Disability benefit</u>
1 PC Zenith	computer	all
1 Large print monitor	enlarges text	visual
1 Proprinter	enlarges print	visual
2 Visualtek Readers	enlarges text	visual
1 Perkins Embosser	produces Braille	visual
1 Varispeed (4-track)	player/recorder	all
1 Kurzweil reader with automatic scanner	text into speech	visual & learning

The following equipment, managed by the Office of Disabled Student Services, is available in room LIB212 at the **North Miami Campus Library**:

1 Electric Typewriter	typewriter	all
1 Visualtek	enlarges text	visual
1 IBM Computer, monitor, Citizen printer, mouse & pad automatic scanner	computer	all
1 Kurzweil Reader with automatic scanner	text into speech	visual & learning
1 Votrax Personal Speech System	external synthesizer	visual & learning

Other types of equipment are available to disabled persons outside the library setting through the Office of Disabled Student Services.

ADAPTING CATALOG TERMINALS

On each floor of the Libraries there should be at least one online catalog (LUIS) workstation adapted for use by individuals with disabilities. The base for each workstation will be a table with knee space at least 27" high, 30" wide, and 19" deep. The top of each accessible table should be from 28" to 34" above the finished floor. Each table can be used by people who do not use wheelchairs as well as by those who do. (Additionally, each floor should have at least one regular LUIS terminal on such a table.)

Each workstation must have an IBM compatible personal computer with a 286 or better processor using DOS 3.3 or better and an EGA or VGA monitor (price: \$1600 - \$2000).

The types of equipment purchased to adapt these workstations will be determined by the specific disabilities of FIU's current population of students with disabilities. Currently (1992 Spring semester), there are 320 of these students, 240 of whom are at UP and 80 of whom are at NMC. Approximately 100 of the 320 cannot use our present on-line catalogs--75 of these 100 students are at UP and 25 are at NMC.

Placing this expensive equipment in a locked room would provide security. Ideally, however, this equipment will be located with the regular Luis terminals, making it accessible at all times. It may be possible to place all four types of adaptive equipment (see four categories of adaptive equipment listed below) at each workstation, or we may choose to adapt one workstation for people with low vision, one for people who cannot read print, and one for people who cannot input data with a keyboard. At this time there are no FIU students who are both deaf and blind.

LOW VISION ADAPTATIONS

People who have low vision require equipment which will enlarge print that appears on the screen. They also require a keyboard with large letters and a printer which will produce large print. Optional equipment includes a large screen monitor or closed circuit television.

<u>Equipment Examples</u>	<u>Prices</u>	<u>Vendors</u>
Print Enlargement Software *Zoomtext Plus Program	\$595.00	A1 Squared Inc. (404)233-7065
Vista VGA (workstation)	\$2505.00	TeleSensory (800)227-8418
PC LENS	?	Arts Computer Products (800)343-0095
Large Print Key Labels	\$24.95	Don Johnston Developmental Equipment (800)999-4660

Optional		
Large Print Printer	?	Data Transforms (303)832-1501
Large Screen Monitor Clearview Closed Circuit TV	\$2995.00	Mobility Services, Inc. (404)876-2636
Large Print DOS DR DOS 6.0	\$100.00	Optelec U.S., Inc (800)828-1056

ADAPTATIONS FOR PEOPLE WHO CANNOT READ PRINT

People who cannot read print, that is, people who are blind or people who have learning disabilities which cause them to be unable to use printed information, require speech synthesis equipment which reads information which would normally be displayed. A speech synthesis system is composed of a text to speech software program and either an external synthesizer or a speech card. Transparent braille adaptations are also necessary for the keyboard to be utilized by some of these individuals. A very inexpensive additional adaptation is a headset.

<u>Equipment Examples</u>	<u>Prices</u>	<u>Vendors</u>
Text to Speech Software		
MasterTouch w/Touch Tablet	\$1895.00	HumanWare, Inc. (800)722-3393
Vocal-Eyes	\$450.00	GW Micro (219)483-3625
*Vert Plus (incl. card)	\$2305.00	TeleSensory (800)227-8418
Personal Vert (incl. card)	\$995.00	TeleSensory (800)227-8418
*Flipper	\$395.00	Omnichron (415)540-6455
*JAWS (Jobs Access with Speech)	\$495.00	Henter-Joyce, Inc. (813)576-5658
HAL Speech Program	\$287.00	Boston Information and Technology Corporation (800)426-2468
*IBM Screen Reader	\$630 (PS/2); \$700 (PC)	IBM (800)426-3388
*Artic Business Vision	\$795 w/SynPhonix Card	Artic Technologies (313)588-7370
Speaqualizer	\$809.41	American Printing House for the Blind (502)895-2405

External Synthesizers

Keynote Gold	\$1995.00	Human Ware, Inc. (800)722-3393
Votrax Personal Speech System	\$500.00	Votrax Consumer Products (800)521-1350
Accent-SA	\$750.00	AICOM Corp. (408)453-8251
Apollo	\$1000.00	Boston Information and Technology Corporation (800)426-2468
Audapter	\$1100.00	Personal Data Systems (408)866-1126
VoxBox	\$500.00	Adhoc Reading (201)254-7300

**Internal Synthesizers
(Speech Cards)**

*Artic SynPhonix	\$500.00	Artic Technologies (313)588-7370
*DECtalk	\$1195.00	Digital Equipment Corp. (800)832-6277
Echo PC Speech Card	\$250.00	Street Electronics (805)684-4593
Sounding Board	\$395.00	GW Micro (219)483-3625
Vert Plus Speech Synthesizer	\$2305.00	TeleSensory (800)227-8418
Accent-PC	\$1000.00	AICOM Corporation (408)453-8251
Prose 4000	\$750.00	Centigram Communications (408)944-0250
Syntha-Voice, Model I	\$600.00	Syntha-Voice Computers (800)263-4540
Nomad	\$2500.00	Syntha-Voice Computers (800)263-4540
Transparent Braille Keyboard adaptations	\$14.95	Mobility Services, Inc. (404)876-2636
Monaural Headphones Telex Model 510	\$15.44	Highsmith (800)558-2110

ADAPTATIONS FOR PEOPLE WHO ARE BLIND AND DEAF

People who are both blind and deaf require equipment that displays and prints in braille. This equipment is very expensive, ranging in price from \$1800 to \$15,000 and varies considerably in quality and durability. Braille displays of computer data can be either in hard copy paper braille or refreshable braille (plastic simulated braille cells composed of pins which can be raised or lowered as the computer sends messages).

<u>Equipment Examples</u>	<u>Prices</u>	<u>Vendors</u>
Braille Embossers (printers)		
Romeo	\$3795.00	Enabling Technologies Co. (407)283-4817
VersaPoint	\$3855.00	TeleSensory (800)227-8418
Braillo	?	American Thermoform Corp. (213)723-9102
Ohtsuki Printer/Embosser	?	American Thermoform Corp. (213)723-9102
Braille Translation Software		
Hot Dots (DOS)	?	Raised Dot Computing (608)257-9595
Turbobraille	\$249.00	Kansys, Inc. (913)843-0351
Optional		
Translator Device		
Ransley Braille Interface	?	Human Ware, Inc. (800)722-3393
Refreshable Braille Systems		
Navigator	?	TeleSensory (800)227-8418
ALVA Braille Terminal	\$14,995.00	Mobility Systems, Inc. (404)876-2636
Scanner Workstation		
OsCaR	\$3,940.00	TeleSensory (800)227-8418
Braille Input Devices using traditional Braille Keyboards		
Braille-n-print	?	Human Ware, Inc. (800)722-3393
Mountbatten Brailier	?	Human Ware, Inc. (800)722-3393
Braille Mate	?	TeleSensory (800)227-8418
Telebraille Device (quick print to and from braille using TDD)		
Duxbury Braille Translator	?	Duxbury Systems, Inc. (508)486-9766

ADAPTATIONS FOR PEOPLE UNABLE TO USE A KEYBOARD

People with certain physical disabilities are unable to use a standard keyboard to independently access the catalog. These individuals require such alternative devices for inputting commands as large key keyboards, electronic sip/puff switches, or head-mounted light control devices that work through special interfaces.

All May Be Optional

<u>Equipment Examples</u>	<u>Prices</u>	<u>Vendors</u>
HeadMaster	\$900.00	Prentke Romich Co. (800)642-8255
FreeBoard	\$695.00	Pointer Systems, Inc (800)537-1562
Keyguard	?	Tash, Inc. (416)475-2212 or ComputAbility Corp. (800)345-1267
Membrane Keyboard II	?	ComputAbility Corp. (800)345-1267
Mini-Keyboards	?	EKEG Electronic Co. Ltd. (604)273-4358
Touch Monitor	?	Micro Touch (617)935-0080
Keyboard Interfaces	?	Prentke Romich Co. (800)642-8255
Puff-Sip Mouth Sticks	?	Fred Sammons, Inc. (216)567-2906
Switching Devices	?	Orentke Romich Co. (800)642-8255 or ComputAbility (800)345-1267 or Tash, Inc. (416)475-2212

*All items preceded by an asterisk have received favorable reviews

GENERAL SERVICES

The following are ideas that would be beneficial to the libraries' disabled users. Some of the ideas would necessitate a list of registered disabled students be obtained from the Office of Disabled Student Services and kept at the Circulation, Reference, Government Documents and other public service desks where necessary. Those students who are not clients of DSS would be automatically registered at each service point upon request.

The library staff should be expected to help the physically challenged in a variety of ways including, but not limited to:

1. Issuing "proxy" cards or allowing disabled users to authorize another person to serve as a "deputy" and check out library materials on their behalf when they are unable to come in person.
2. Retrieving books or periodicals from the stacks for persons who have difficulty retrieving library materials.
3. Accepting telephone requests to find out if the library owns a particular book or periodical then retrieving said items. They should also be allowed to telephone the Circulation Desk to request renewal of library materials or, if the user has a computer at home, e-mail their request to a designated Circulation staff person.
4. Modification of lending policies might be necessary depending on the disability. An example would be the lending of non-circulating materials to visually impaired users who may need to use special equipment in their homes. Another example would concern reserve materials. Loan periods may need to be extended, if possible, or arrangements made so that the materials could be taken to a copy center (such as Kinko's) if there is not such a service provided by the libraries.
5. Designating library student assistants to help disabled users who have difficulty in making copies on the library's copiers. The materials would be brought to a designated area. The libraries would reserve the right to refuse requests that would take an unreasonable amount of time or if the request was over a certain amount of pages. A better solution would be for the libraries to set up Copy Services of their own that could handle this situation.
6. The libraries' collection development policy should have a section that concerns itself with library materials for the disabled user.
7. Have a handout for persons with disabilities that might include such items as: where they can find access equipment and special services provided by the libraries .

8. Set up vax accounts for users with disabilities who have computers at home so that they can e-mail the designated library personnel for various services such as inter-campus loans, inter-library loans, renewal of books, etc.

It is obvious that one cannot list every possible scenario that will occur, many will have to be handled on a case by case basis. Therefore, there will have to be constant communication between the library staff and the university's disabled user community, as well as, the Office of Disabled Student Services.

FURNISHINGS

Currently the University Park Library has a variety of workstations and micrographic equipment located throughout the building that are wheelchair accessible including: 6 LUIS terminals, CD-ROM stations with printers, LEXIS workstation, microfiche readers and reader/printers, business periodicals cartridge reader and several combination workstations. At North Miami there are two LUIS terminals that are accessible. Future purchases should adhere to the following specifications:

Tables

5% or a minimum of one public access furniture must be wheelchair accessible and seating at this furniture must have knee spaces at least 27" high, 30" wide and 19" deep. The tops of tables and work surfaces must be from 28" to 34" from the floor to be accessible.

There should not be any barriers underneath the tables (such as aprons) that would prohibit access to them. Anything kept on a table such as books or computer terminals must be in range of a person in a wheelchair. Equipment controls in carrels must also be in easy range. Besides making sure that there is space under the table or carrel for a wheelchair, there must also be enough room to maneuver. Space behind the table or carrel is extremely important.

Service Counters

Service counters must have a portion of its surface that is no lower than 28" and no higher than 34". It also must be remembered that there should be room underneath the service counter so that the person in the wheelchair can get close to the counter.

Stands

One general observation concerning atlases, dictionaries, indices and other heavy materials - these materials cannot be reached when they are placed on tall stands. The most desirable option would be to place them at the front of seated height tables or other shelving that would be a height that would not be prohibitive to a person in a wheelchair.

SIGNAGE CLASSIFICATIONS

The design of any signage system for the FIU Libraries must suit the needs of the three major groups of individuals with disabilities; visual, hearing and persons with mobility limitations.

Title III of the ADA requires existing, new construction and altered facilities to comply with regulations on the removal of architectural and communication barriers. As the FIU Library, University Park Campus, enters a major building and renovation phase, plans must include a signage program that complies with the regulations as set forth in the four areas of ADA classifications of signage. This can be accomplished through the auspices of the Library Sign Committee. The FIU Library, North Miami Campus must survey its existing program and make all necessary changes to come into compliance.

The signage classifications include the following:

Permanent

"Signs which designate permanent rooms and spaces" must comply with Character proportion, Tactile, Braille, Finish, Contrast and Mounting requirements. Sign types: Room Identification, Departmental Identification and Regulatory.

Directional and Informational

"Signs which provide direction to or information about a functional space." Directional and informational signs must comply with Character proportion, Finish and Contrast. Tactile and Grade 2 Braille are not required. Sign types: Directional Identification, Wallmount Overhead.

Overhead

Signs which are "Projected or suspended overhead must meet requirements for clearance, Character proportion, Finish and Contrast. Sign types: Suspended Overheads.

Temporary

"Building Directories, menu boards and all other signs which provide temporary information about rooms and spaces, such as the current occupant's name are not required to comply" with the ADA Accessibility Guidelines. Sign types: Menu Boards, Building Directories, Name/Tenant Identification.

Special Note

General interest **brochures** should be made available in large print, braille and recorded cassette as well as usual format. **Elevators** should have audible and visual signals to indicate floor and floor designation in raised numerals and braille. Also, audible signals to indicate up or down direction (second floor and above) elevator is slated to move. An in-house **telephone** should be made available on every floor for disabled persons to call for assistance within the library.

ARCHITECTURAL ACCESS CONCERNS

Architectural considerations for the FIU Libraries are effected by Titles I and II of the ADA. Title I concerns the ability of employees to perform their duties in the facilities, and Title II concerns the ability of library users to avail themselves of the libraries' programs and services.

Due to the pending renovation project at University Park, many access concerns are being addressed as part of the construction considerations. In addition to library administration oversight of this project, the Student and Employee Access Subcommittee of the University's Equity Committee is reviewing construction plans to ensure compliance with current access standards.

The North Miami Library was opened to the FIU community in January 1988. Although that facility was not built to current ADA access standards, construction was done in accordance with the requirements of the South Florida Building Code which was then in effect. As a result the North Miami facility is accessible to persons with disabilities. The ADA does not require that the North Miami Library be retro-fitted to bring it in compliance with current access standards. If, in the future, renovations are made, modifications should be made in accordance with the access standards in effect at the time of renovation.

The following are some architectural concerns at the University Park facility.

EXTERIOR

Parking (adjacent and remote)

The distribution of parking on the Florida International University Campus is peripheral. Due to this configuration, the majority of disabled parking is in a remote area of the campus. This makes access to buildings in the center of campus, such as the Library, difficult to reach. At present the Library has two disabled parking spaces adjoining the building. This assists in the access to the building yet, the placement of these spaces seem to be an afterthought. They are both situated in front of the loading zone of the Library. This makes it very difficult for deliveries when cars are parked in their appropriate place and impossible for patrons/staff to park when deliveries are being made. In addition, these parking spaces are on an incline making it even more dangerous for anyone with a disability to get in and out of their car. Handicapped parking offered by the University is adequate to meet code, however safe parking must be available adjacent to the building. With the new extension to the Library there will be ample opportunity to accommodate safe parking at an accessible distance from the Library. Note that designated delivery areas must be separated from disabled parking by more than a painted line for reasons of safety.

Main Entrance Doors

The main entrance doors to the Library service thousands of patrons a day, many of whom are disabled. It is imperative that the doors be appropriate for their intended use. The current doors are inadequate for anyone entering or exiting the building. The doors are heavy and hard to pull/push open. There is a maximum of 8.5 foot pounds of force needed to open any exterior door and on many occasions the doors stick and require a substantial amount of strength for anyone to open them. And, the inside automatic opening pressure plate for disabled persons is a little too far from the door causing some people to be caught in-between the exit doors as they close. The main entrance to the Library should be equipped with automatic doors like those used at the main entrances to supermarkets, the type that slide aside instead of opening toward people.

INTERIOR

Security Pads and Doors

Due to the security system of the Library it is necessary to have large pads placed at the main entrance and exit of the building. These pads are thick and are raised making it difficult at times for patrons in wheelchairs to cross. The pads also, not being properly fastened to the floor, are lifted in some corners and cause tripping as well.

As previously mentioned, the main doors as well as the interior doors are heavy and difficult to open. Throughout the Library, many doors between offices and departments close automatically. The special hinges used serve to make the doors more difficult to open. Hinges are needed that will close automatically, yet will not make doors difficult to open. The doors to the main stairwell (second and third floors) for example are extremely heavy and often cause a jamming problem. They also have hinges that make it very difficult to pull/push open. Here, as in the case of the main exterior doors, automatic sliding doors are desirable.

For a person with a disability, a difficult door to open can be an impossible door to open. Sometimes the most insignificant things make an entrance accessible or not; door fixtures, knobs, handles, etc. The door knobs in the Library are difficult to use. The round sphere shaped knobs are hard to turn. The ideal and required handle is the lever type that can be turned by anyone. The round sphere shaped knob does not allow the patron with manual dexterity problems, for example, to grasp or hook the handle with their hand and turn it to open the door.

Floor Treatments

The floor treatments throughout the Library are adequate for their intended use. The carpeting used is one that is not too thick and does not have an excess of padding which would make it difficult to manipulate such things as wheelchairs. This should be noted when carpeting the renovated and expanded areas. However, a problem does exist in the "rotunda" on the third floor. To create a more defined space on the third floor, the floor treatment was changed. It was tiled and though tile is an adequate floor treatment, the installation and the type of tile used was not. The tiled area in the rotunda is

incased by a wood frame. Due to the inconsistency in thicknesses between the wood frame, the carpeting and the tile, there is a difference of at least half-an-inch between the height of the wood frame and that of the carpeting. This has created a hazard for patrons walking in the area. It also makes it difficult for patrons in wheelchairs to cross the tiled area. The tile used has a very smooth surface. This creates an additional hazard of being slippery when dry as well as when wet.

The elevator floor treatments at present are adequate. Both are equipped with hard linoleum floors which facilitate easy movement in and out of them. In the future, however, when the new elevators are put in place, the height of the floor treatment in relation to the threshold should be less than half-an-inch.

The mail room is a perfect example of how not to treat a floor. The floor of the mail room is smooth concrete with a shiny clear finish. This floor is an accident waiting to happen. The smooth surface lends itself to slipping. Anyone not walking carefully is at danger of slipping and falling especially if the floor happens to be wet. A non-skid floor treatment needs to be applied to this area to create a safer work environment for all that use that area.

Lighting

Lighting can create one of the most dangerous hazards of all for the Library. Any area, as well equipped as it may be, can be a safety hazard if the lighting is inadequate. For disabled patrons this is even more apparent. Facilities and passage ways must be well illuminated to insure safe use and access. The Library needs to enhance the lighting in several areas of the building. Currently the main area of concern is the dimly lit stairwell. This area is in need of brighter illumination not only for regular patrons but also for many sight impaired patrons.

Vertical Access

At present the main structure used to gain access to the different floors of the Library is the stairwell. Although ample width is provided, there are other restrictions (besides illumination) that impede its use or create a hazard for patrons. The handrails, by code, need to extend beyond the last step (top and bottom). The main stairwell in the Library does neither. This creates difficulty for anyone who is in need of the handrails to assist them in using the stairs. Some patrons do not have the assistance needed when reaching the end of the stairs.

Another very important factor to be taken into consideration is the treatment to the treads. Because the type of pressure applied by feet on stairs is different from that applied throughout a flat floor, the carpeting used on the treads is a hazard. This does not offer any security from slipping and falling. Due to the high use of the main stairwell it is important that a non-skid treatment be given to the treads of the stairwell. This would greatly reduce any risk of slipping and falling.

When the Library renovation project is completed, the main access to each floor will be the elevators. At present the elevator that allows vertical access for the general public,

does not meet with ADA specifications. There is a minimum radius of five feet needed in a public elevator. This is to facilitate a three hundred and sixty degree turn for a patron in a wheelchair. The present elevator for public use in the Library does not allow a patron in a wheelchair to turn around.

Alignment between the elevator floor and the building floor is another important factor. The two floors need to be adjusted so that when the elevator doors open, the floors are flush, allowing for easy entrance and exit. Any discrepancy between the floor levels can be an obstacle for a patron with a disability.

Facilities

By code, rest rooms must be made accessible. The double door entrances of the UP Library rest rooms act as a hindrance to disabled patrons. In some cases when a disabled patron enters through the first door, he/she becomes trapped in the vestibule and unable to open the second door. This happens because an insufficient amount of space is allowed for a disabled patron to maneuver him/herself between both doors. Though the door placement allows for privacy, alternative entrances can be designed that will allow for privacy and maneuverability upon entering the rest rooms.

Fixtures within rest rooms are another aspect that need to be addressed. Currently all sinks are placed at a standard height. To make the sinks accessible to disabled patrons, at least one sink needs to be adjusted to meet current code requirements.

All rest rooms must also have at least one stall adapted for disabled patrons. This includes space for maneuvering within the stall, toilets at required height, and grab rails to assist patrons. It should be noted that current stalls do meet code.

The men's rest rooms designed for the future expansion of the Library meet code, yet they are not adequate for the use of the general public. As of this writing, the rest rooms are equipped with only one stall that does meet the standards for disabled men. However, this arrangement is not at all practical for the disabled person whose use of the rest room can be a longer and more involved process. It is also impractical for general use during times when several persons are in the rest room at the same time, some of whom may have to wait to use the single stall. It is imperative to have more than one stall in each of the men's rest rooms and that one of those be designated solely for disabled persons. The men's rest rooms are also required to have at least one urinal accessible for disabled men.

Chairs, tables and shelves should be placed to allow for maneuverability around them. Any space between chairs, tables or shelves that is considered an aisle must have a width of at least 36 inches (42 inches clear width preferred for turn around in stack aisles) to allow for unobstructed passage for disabled patrons.

Emergency Systems

The University Park Library is equipped with emergency exits and an emergency alarm system incorporating siren, voice and visual signals. However, it is a newly installed

system and, as of this writing, has not been tested for effectiveness. Exit signs are, in some instances, too difficult to be seen making the need for emergency evacuation a rather difficult procedure. Clearly marked emergency route indicators are needed.

Another important aspect of an emergency system is a homing device for the elevators (currently there are none). This will insure that, in the event of an emergency, anyone in an elevator will go directly to the first floor. This will also prevent others from using the elevators in case of an emergency and being trapped inside due to a power failure.

STAFF DEVELOPMENT

A major step toward compliance is the assurance of equal access to services. During the self-evaluation process it was determined that a program is needed for sensitivity and disability awareness training for all library staff personnel. Training sessions, created by the Library Staff Development Committee, would focus on those areas that would eliminate the exclusion of services to persons with disabilities due to stereotypical attitudes held by some personnel.

A basic training session for the staff (student assistants, library technical assistants, librarians, and administrators) would include the following topics and last no longer than four hours. (The following information is based upon the State Library of Florida's *ADA Book 2* and Kathleen Mayo's *Suggested Staff Training Program* for the Lee County Library System.)

Topics

1. Basic information on disabilities and the persons who have disabilities.
2. Basic information on the ADA and related laws.
3. Library resources.
4. Assistive devices to facilitate access.
5. Staff attitudes toward persons with disabilities.
6. Communication skills (choice of words, etc.).
7. Library practices and policies.
8. Evaluation of the Library's ADA compliance (need to conduct survey prior to session).

Goal

Library users who have disabilities will receive appropriate services to make library programs and services accessible.

Objectives

1. All library employees will communicate appropriately when interacting with individuals who have disabilities.
2. All library staff will have a basic understanding of the (ADA) Americans with Disabilities Act.
3. All library staff will thoroughly understand library policies, resources, and services concerning persons with disabilities (as applicable to their assigned duties).
4. All library staff will be able to demonstrate any assistive devices and technology for use by persons with disabilities.

Possible trainers/speakers

Persons with disabilities

Family member of a person with a disability

Service providers

Librarian with expertise in this area

Possible handouts

Training session agenda including biographies of trainers

Summary of the ADA

Communication tip sheet

Flyers from local groups describing services for individuals/families

List of other training opportunities

Summary of Library ADA compliance evaluation

Pretest (to determine audience knowledge of points to be covered during the presentation)

Format

Pretest

Panel

Film or videocassette presentations

Slides showing the Libraries' compliance or noncompliance

Evaluation

Other possible training sessions

1. Service to deaf or hearing impaired (may also want to cover other specific disabilities in depth)
2. Using assistive devices (vendors will do the training)
3. Tips for providing public service
 - a. retrieval of materials
 - b. special online, cd-rom search help
 - c. delivery of materials to campus addresses
4. In depth sensitivity and disability awareness training
5. Creating written policies for serving persons with disabilities
 - a. Policies for patrons (intent to provide equal access; removing barriers; retrieving materials where barriers exist)
 - b. Policies for staff (who, what, where, when, why, and how)
6. New employee orientation (section on ADA)

LIBRARY ACCESS AND SERVICES COMMITTEE

While the law requires that public entities employing 50 or more people must designate a "responsible employee who will coordinate information" about the ADA, the Libraries function as one section of a public entity, Florida International University. FIU has a designated ADA Coordinator, however, it is our recommendation that the Libraries appoint a standing committee whose purpose will be to not only help facilitate compliance activities, but to also maintain continuity of compliance in future library policies, programs, services, facilities and employment practices.

The committee membership will consist of, but not be limited to: the Director of Libraries (ex officio), library professional and USPS staff members, FIU student(s) and the FIU Coordinator of Disabled Student Services or their representative. A concerted effort should be made to include disabled persons within in its ranks.

The committee will:

- 1) cooperate and work in tandem with the FIU ADA Committee, the FIU Office of Disabled Student Services, and the staff of the Libraries.
- 2) review, recommend and implement changes in access and services as needed in the Libraries for persons with disabilities.
- 3) provide sensitivity and orientation training and information for all library staff members through the auspices of the Library Staff Development Committee.
- 4) develop a written policy for the Libraries regarding access and services for patrons with disabilities.
- 5) solicit feedback from library users with disabilities on an on-going basis.
- 6) help establish and maintain employment practices consistent with Title I of the ADA 1990.
- 7) investigate and pursue any grant revenue that may be available for the possible development of "model library" status for the Libraries.

MODEL LIBRARY

In the Spring, 1992 issue of *Interface*, Nancy C. Pack, PhD, Consultant, Bureau of Library Services for the Blind and Physically Handicapped, Division of Blind Services, Florida Department of Education, touched upon the idea of establishing a model demonstration library "at the national level. Each state should provide a similar demonstration library for use of those with disabilities based on the model."

Within the near future, the FIU Library, University Park, will begin a major building and renovation project to enlarge and enhance services to the FIU community. In so doing, the Library must comply with Title III, Public Accommodations, new construction and alterations. It therefore offers the Library a golden opportunity to become a model demonstration academic library within the State University System. Currently no model exists; no criteria for such a project has been published. The Library can, however, through extended effort and the close cooperation of the FIU administration, pioneer such a facility. Currently, as outlined in this paper, the Library does have many of the items needed to assist persons with disabilities.

With the advent of renovation and construction, this project would, in a sense, place the Library a step above compliance.

Dr. Pack (mentioned above) and Ms. Ruth O'Donnell, institutions/special clientele consultant with the Florida Bureau of Library Development in the Florida Department of Administration, were both consulted about the project and heartily endorsed it.

This Committee recommends that every effort be made to establish such a facility.

PRINT RESOURCES TO BE PURCHASED

Berliss, Jane R., et al. Trace Resource Book: Assistive Technologies for Communication, Control and Computer Access. Highsmith, Inc., 1991. \$45.00.

Bowker, R.R. & staff, ed. The Complete Directory of Large Print Books and Serials. Bowker, 1991. \$119.95.

Foos, Donald D. and Nancy C. Pack, comp. & ed. How Libraries Must Comply with the Americans with Disabilities Act. Phoenix: Oryx Press, 1992. \$29.95.

Mates, Barbara T. Library Technology for Visually & Physically Impaired Patrons. Westport: Meckler, 1991. \$42.50.

Perry, Lawrence G., et al, compiled, written, edited. BOMA International's ADA Compliance Guidebook A Checklist for Your Building. Washington D.C.: BOMA International, 1991. \$45.00. (1201 New York Ave. N.W., Suite 300, Washington D.C. 20005)

Thomas, James and Carol. Directory of College Facilities and Services for the Disabled. Third edition. Phoenix: Oryx Press, 1991. \$115.00

Velleman, Ruth A. Meeting the Needs of People with Disabilities: A Guide for Librarians, Educators, and Other Service Professionals. Phoenix: Oryx Press, 1990. \$37.95.

Wright, Kieth C. Serving the Disabled: A How-To-Do-It Manual for Librarians. Neal-Schuman, 1991. \$35.00.

Wright, Kieth and Judith F. Davie. Library Manager's Guide to Hiring and Serving Disabled Persons. Jefferson, North Carolina: McFarland, 1990. \$27.50.